

The background features a large, faint, circular seal of the State of Michigan. The seal contains the text "THE STATE OF MICHIGAN" around the top and "1816" at the bottom. In the center of the seal is a depiction of a Native American figure holding a bow and arrow.

# *Reaching Higher in a State of Change*

**2021 H. Kent Weldon Conference for Higher Education**

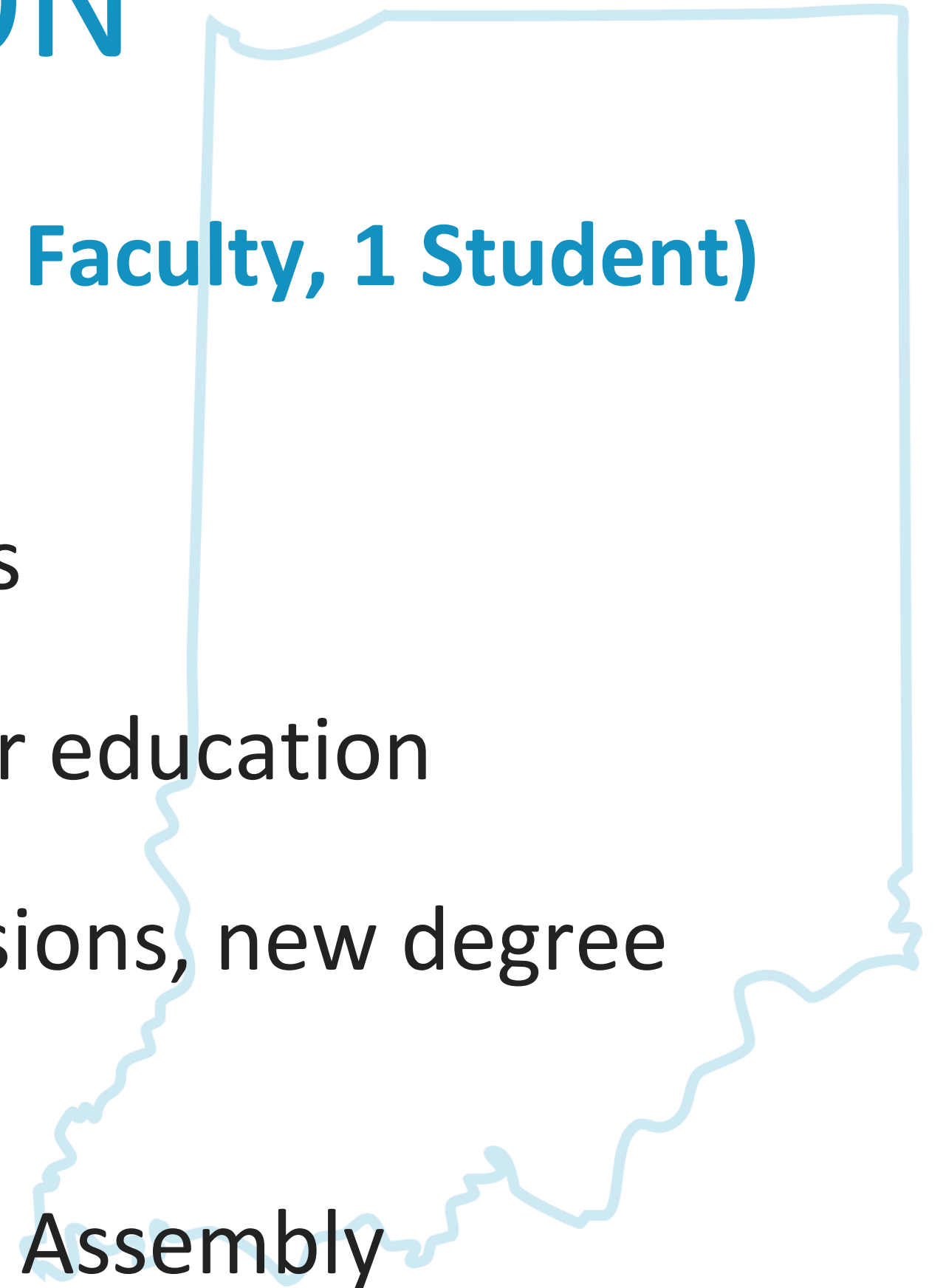
Liz Walker, Assistant Commissioner & Chief Strategy Officer

April 9, 2021

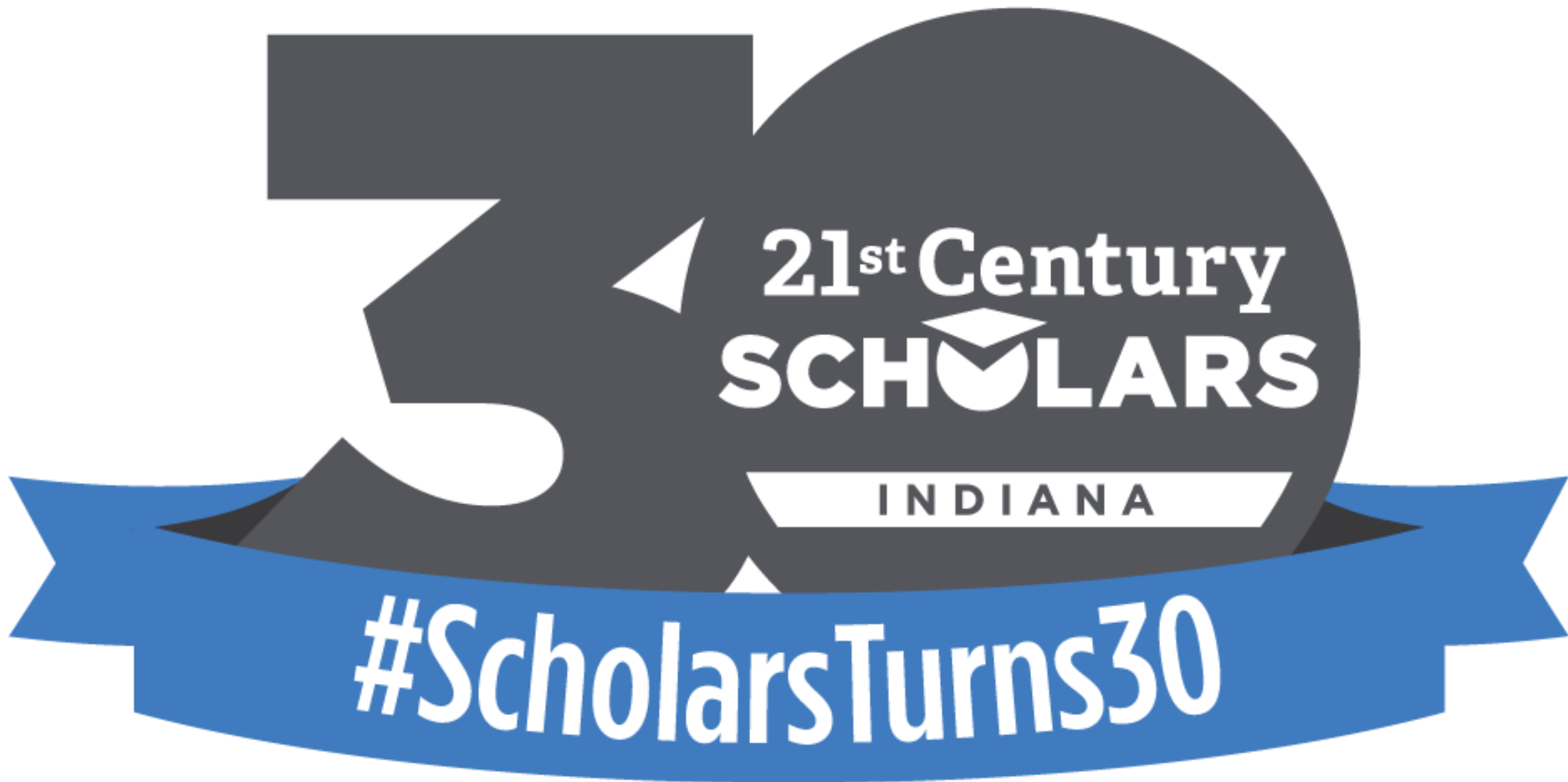
# COMMISSION FOR HIGHER EDUCATION

**14 Gubernatorial Members (9 Congressional Districts, 3 At-Large, 1 Faculty, 1 Student)  
and ~45 office staff with 8 regional outreach coordinators**

- ▶ Define the educational missions of public colleges and universities
- ▶ Plan and to coordinate Indiana's state-supported system of higher education
- ▶ Approve or disapprove any capital projects, new branches, extensions, new degree programs, colleges or schools
- ▶ Make budget recommendations to the Governor and the General Assembly
- ▶ Distribute student financial aid from state aid programs



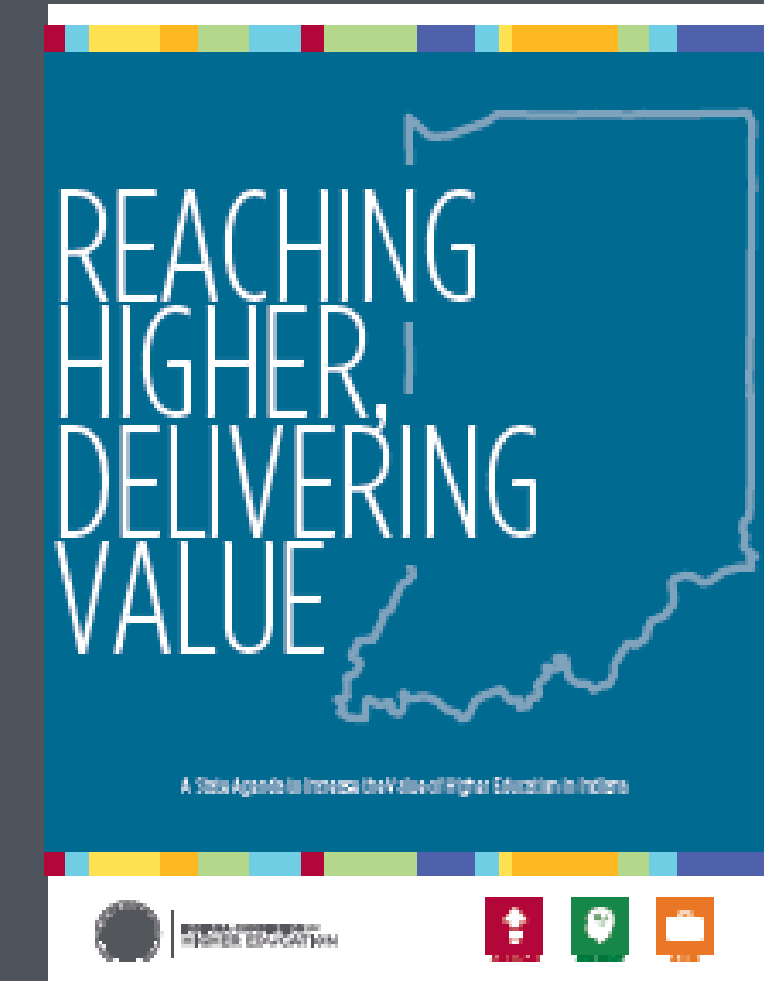
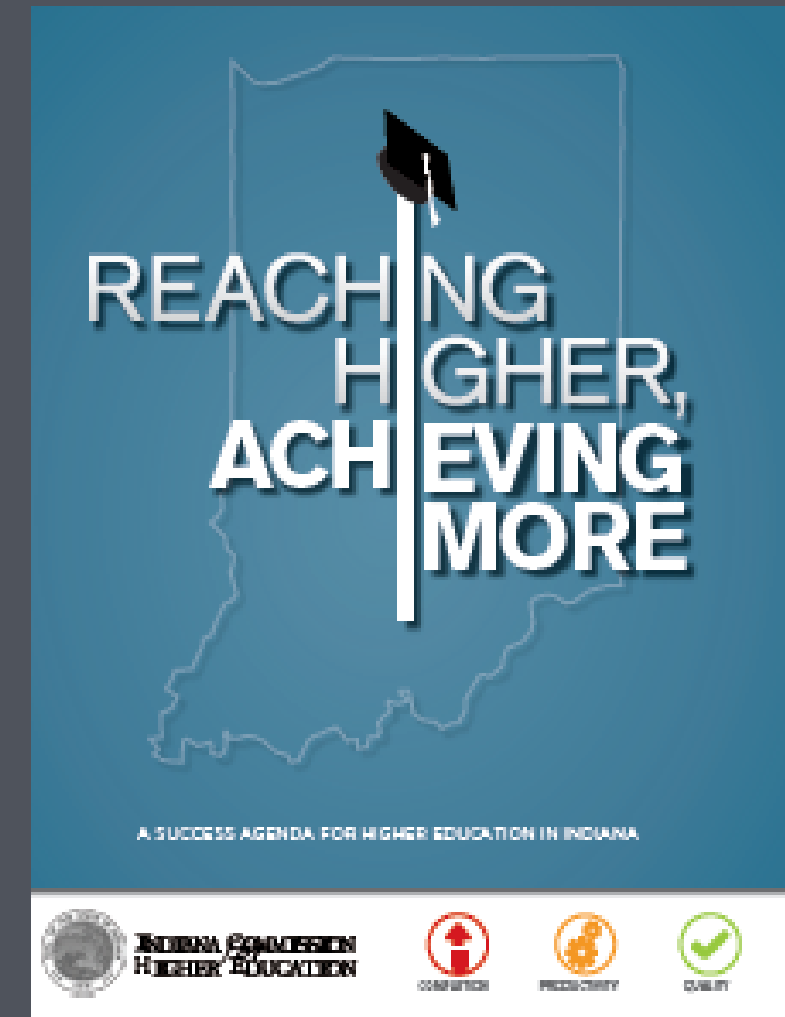
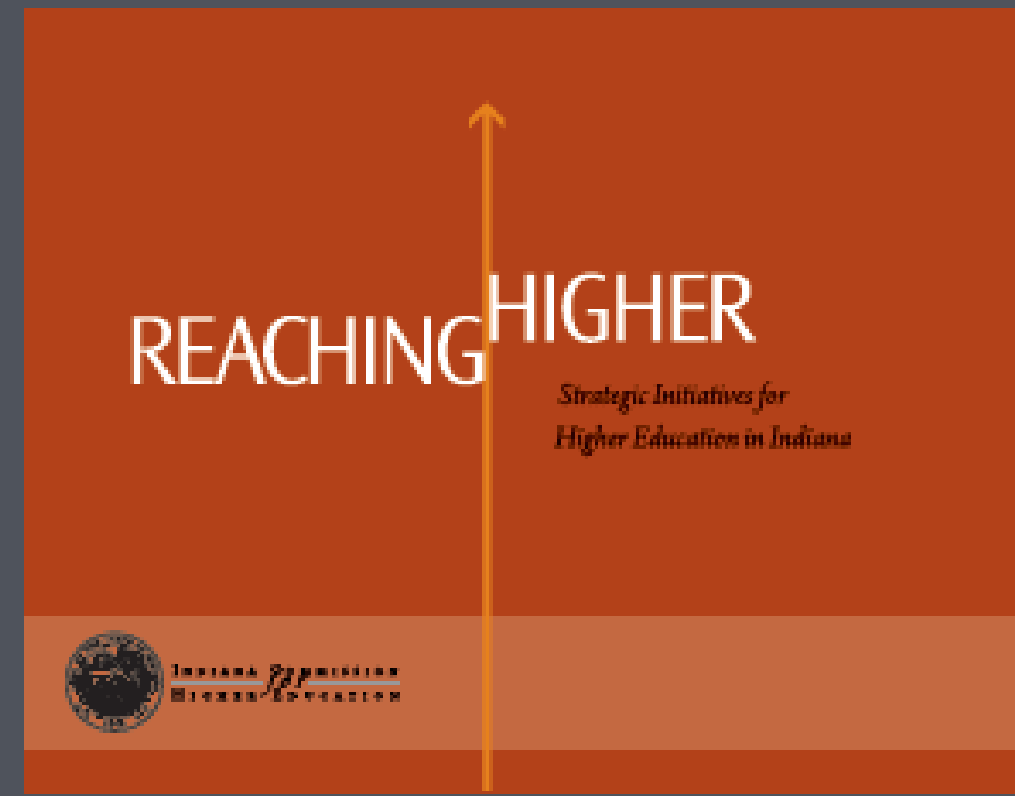
# COMMISSION FOR HIGHER EDUCATION



2020



2021



**2008 – 2011**

**FOCUS**  
Shifted from access to completion

**GOALS**  
Access  
Affordability  
Student success  
College preparation  
Contributions to economy

**2012 – 2015**

**FOCUS**  
Adopted the big 60 percent completion goal

**GOALS**  
Completion  
Productivity  
Quality

**2016 – 2019**

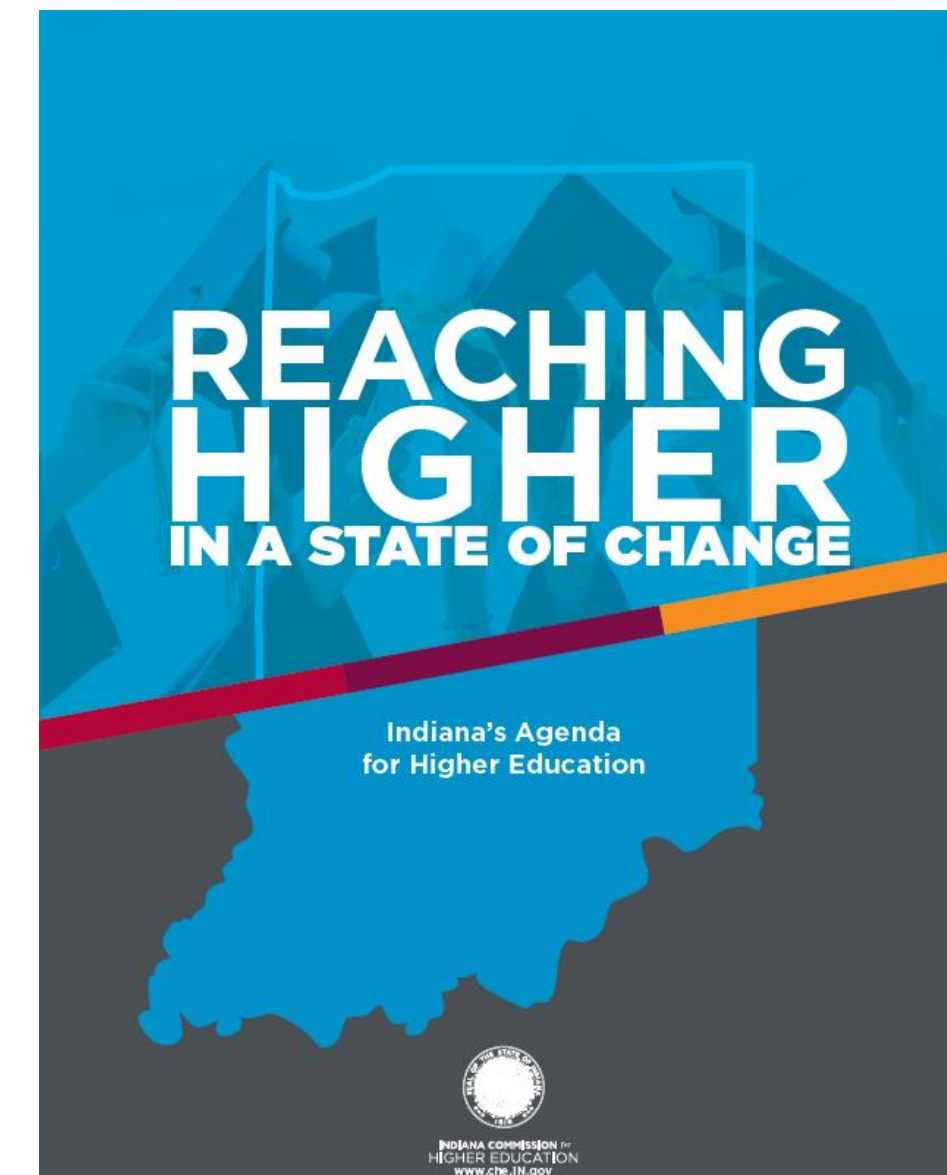
**FOCUS**  
Made the case for higher education's value

**GOALS**  
Completion  
Competency  
Career

# INDIANA'S FOURTH STRATEGIC PLAN

**We continue to measure our success with an ambitious goal for at least 60 percent of Hoosiers to have education and training beyond a high school diploma by 2025—a goal directly aligned to our state's future workforce needs.**

- ▶ *Reaching Higher in a State of Change* is our blueprint as Indiana approaches the 2025 deadline
- ▶ New and growing pressures are emerging, driving our system of higher learning to respond and adapt to meet the needs of today's learners, Indiana's citizens and employers, and our expanding and diversifying economy



REACHING HIGHER IN A STATE OF CHANGE

---

# GUIDING PRINCIPLES & PRIORITIES



INDIANA COMMISSION for  
HIGHER EDUCATION



# GUIDING PRINCIPLES

As higher education adapts, so too must the principles that guide our work.

- ▶ **Learner-Centered** - Recognizing the changing demographics in our system and emphasizing that the needs of individual learners should drive the delivery system
- ▶ **Talent-Driven** - Recognizing the full scope of higher learning opportunities, emphasizing the individual as well as the employer community, and calling for increased collaboration among institutions, employers and communities to meet economic need
- ▶ **Future-Focused** - Recognizing that changing workforce needs will require continuous education for a growing number of Hoosiers and increased innovation by our postsecondary institutions to meet the needs of an uncertain future economy

# PRIORITIES TO DRIVE CHANGE



## Completion

Completion has remained a foundational goal for the Indiana Commission for Higher Education for the past decade.



## Equity

Educational equity means that life circumstances or obstacles should not dictate opportunity to succeed.



## Talent

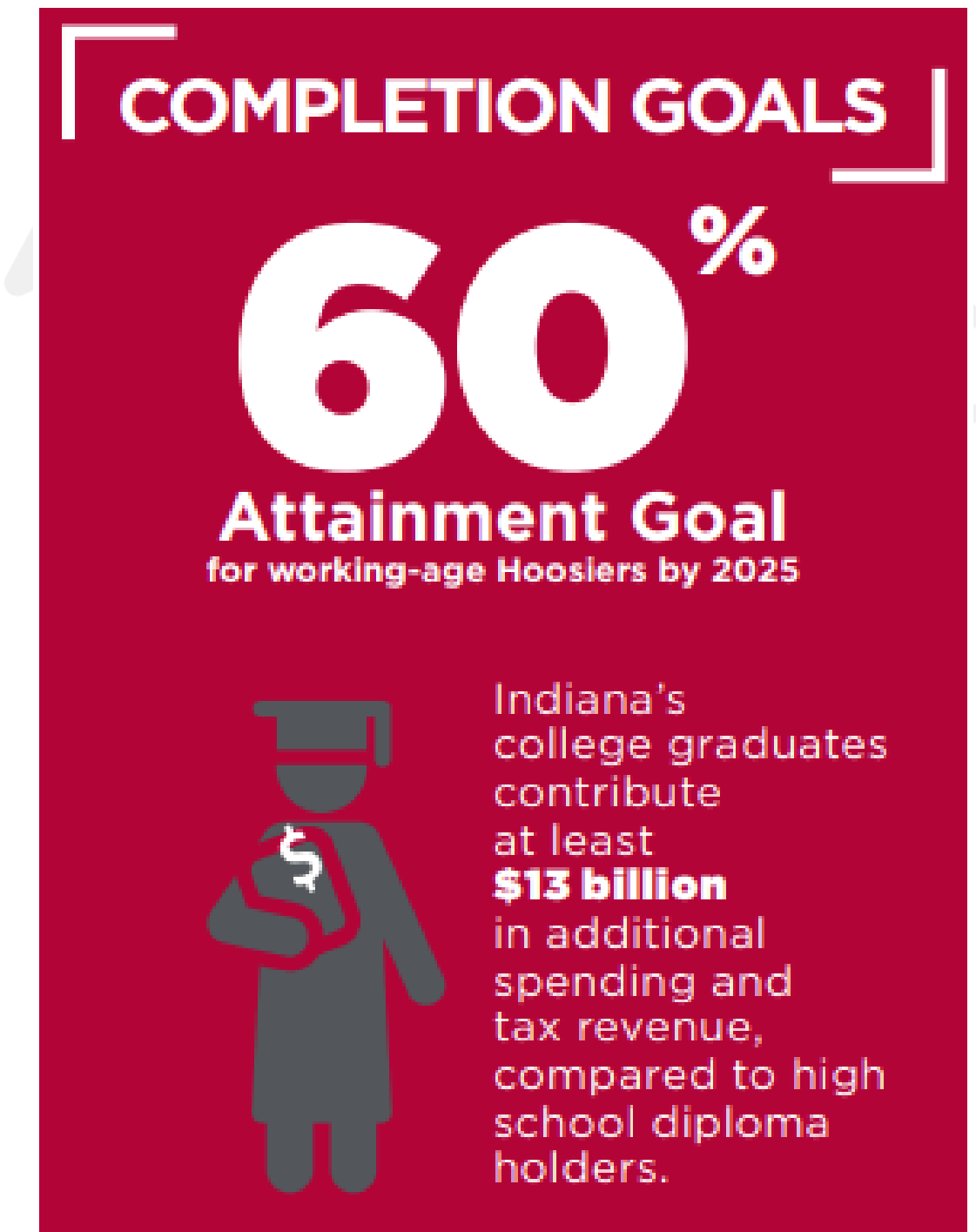
Learners need the skills and competencies to be successful on the job today and tomorrow.



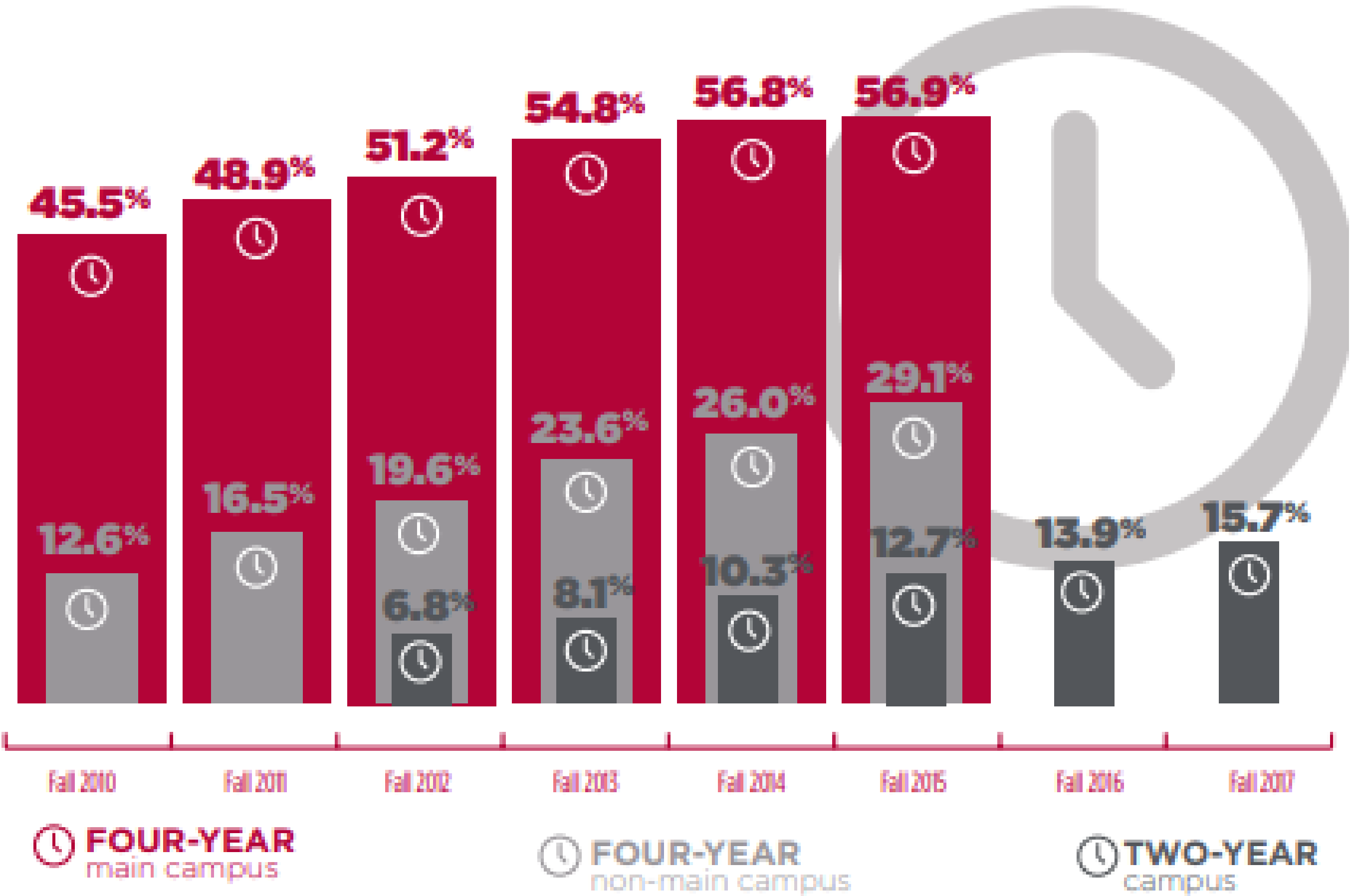
# COMPLETION

Throughout a decade of strategic plans, completion has remained the foundational goal for the Commission.

- ▶ In 2012, Indiana set a Big Goal for at least **60 percent** of Hoosiers to have education and training beyond a high school diploma by 2025—a goal directly aligned to our state’s future workforce needs.
- ▶ In today’s economy, workers must engage in continual re-skilling to adapt to innovations in every employment sector.



# ON-TIME COMPLETION GAINS

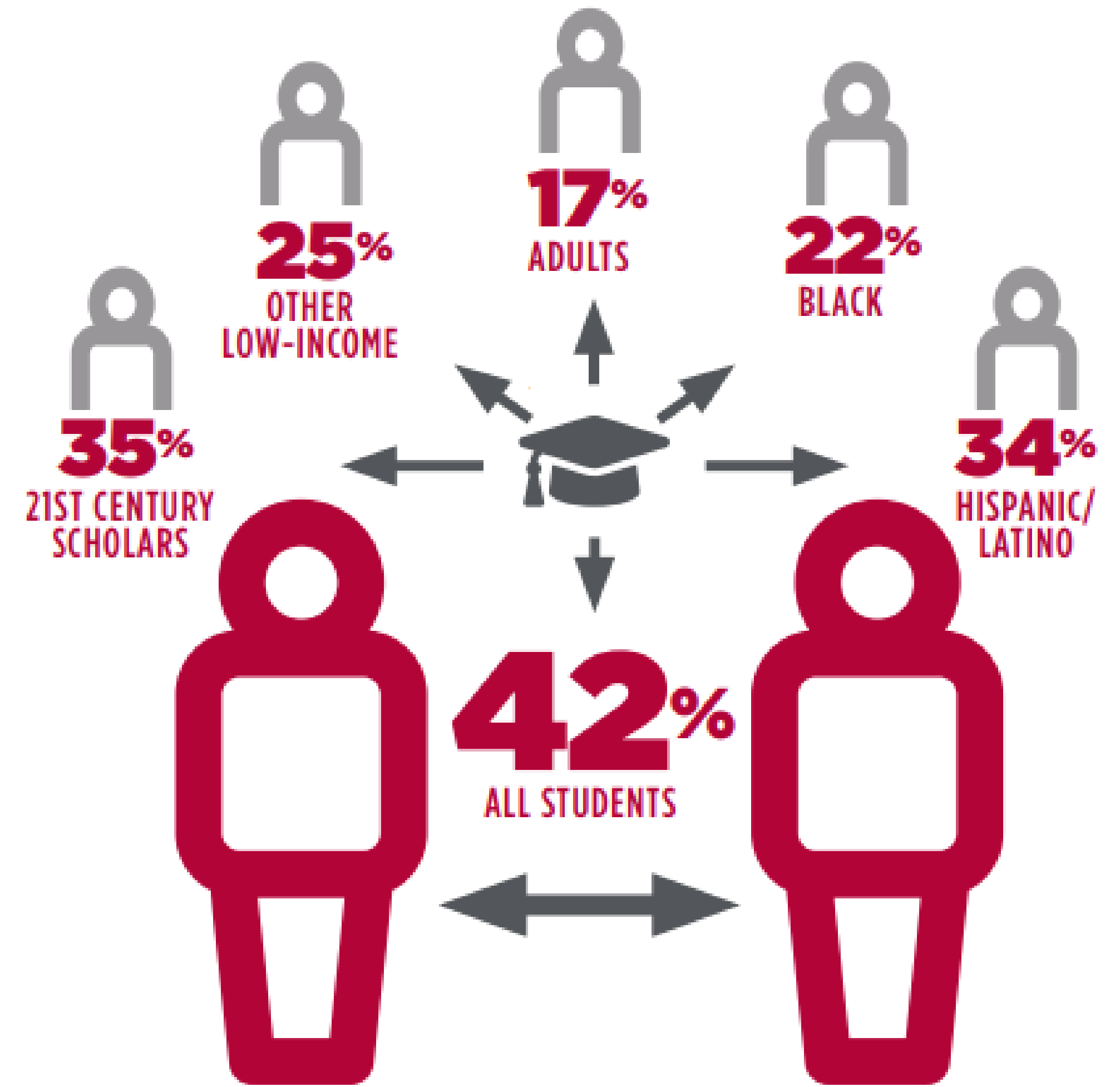


ON TIME  
**42.3%**  
EXTENDED TIME  
**62.0%**  
STATEWIDE  
**COMPLETION**  
RATES

# COMPLETION GAPS PERSIST

Despite recent gains, gaps persist.

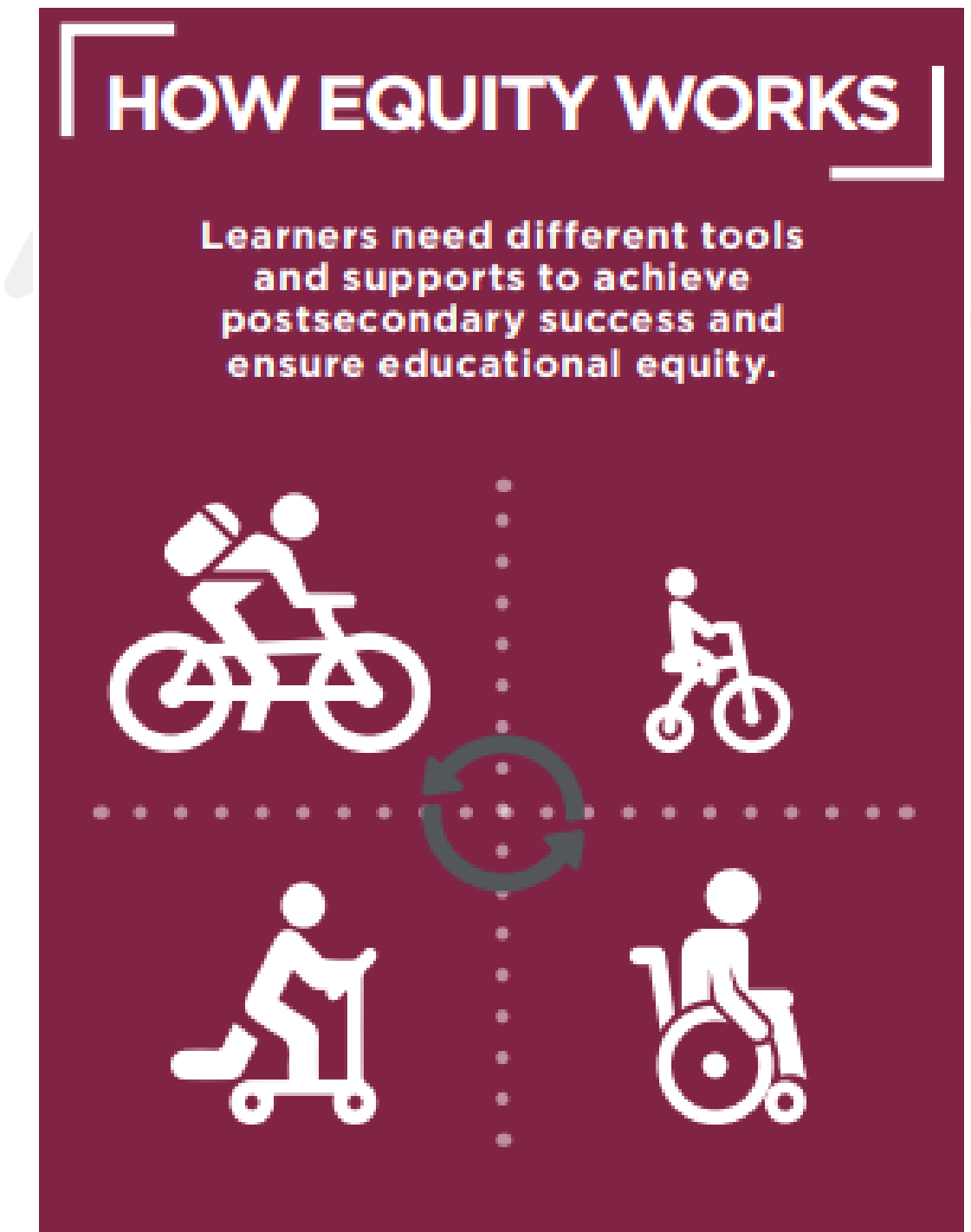
- ▶ Adult learners, low-income and minority students are **less likely** to graduate on time than their peers across all campus types.
- ▶ Scholars are more likely to graduate on-time than their low-income peers



# EQUITY

**Life's circumstances or obstacles should not dictate opportunity to succeed.**

- ▶ In 2013, the Commission passed a resolution to cut the achievement gap in half by 2018 (we did!) and close the achievement gap completely by 2025.
- ▶ Currently, only our 21st Century Scholars population is on target to close the gap.



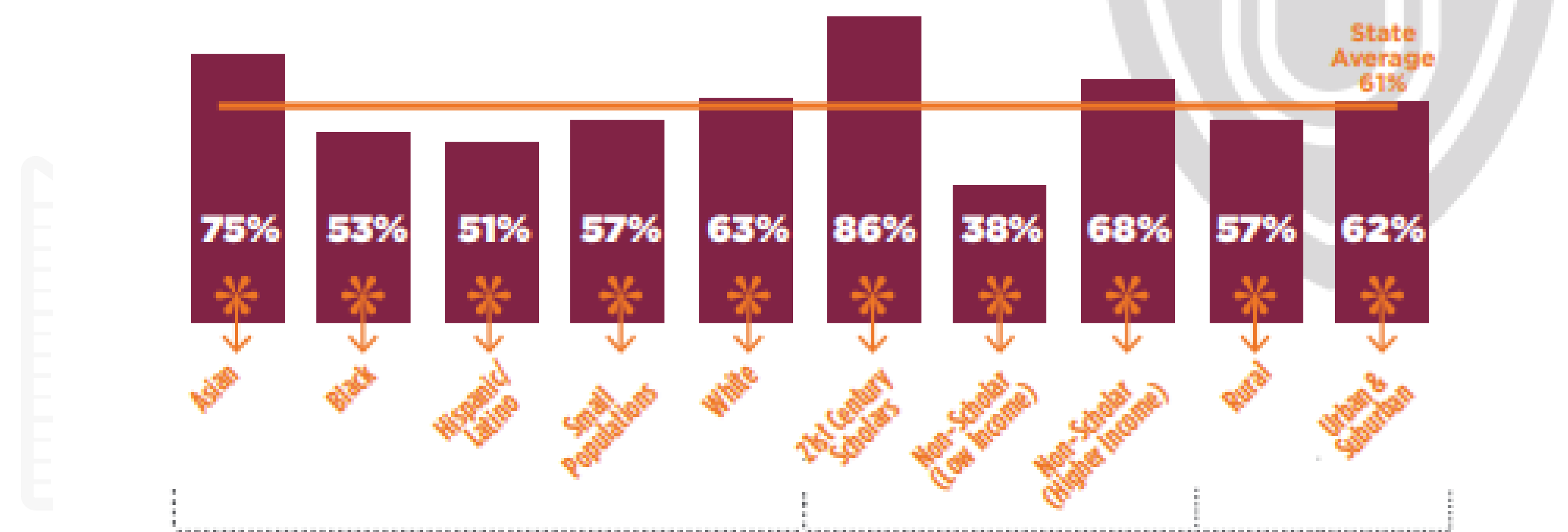
# 2020 EQUITY REPORT

Scholars have the highest college-going rates in Indiana.

21st Century Scholars have the highest college-going rates in Indiana.

## College-Going Rates

% Enrolling in College Within 1 Year of Graduating High School, Class of 2018



## RACIAL AND ETHNIC GAPS

### Dual credit and AP:

Statewide average: 64%

Black: 39%

Hispanic and Latino: 53%

### College-going:

Statewide average: 61%

Black: 53%

Hispanic and Latino: 51%

### 4-year on-time completion:

Statewide average: 48%

Black: 27%

Hispanic and Latino: 37%

### 2-year on-time completion:

Statewide average: 16%

Black: 6%

Hispanic and Latino: 16%

# TALENT

Higher education is about equipping people to be successful on the job today and developing adaptive, lifelong learners to weather change throughout their careers.

- ▶ The broader understanding of *college* and *higher education* that is required for Indiana's success must:
  - ▶ Include full range of credentials
  - ▶ Embrace a more comprehensive look at the type of skills learners should have
  - ▶ Be focused on people and their well-being






# GRADUATION RETENTION

**MORE THAN**  
of financial aid  
recipients  
**stay in the**  
**state**  
after graduating from  
college.

**75%**

A gray silhouette map of the state of Indiana is positioned to the right of the text, partially overlapping the '75%' figure.

- ▶ At least 70% of Hoosier graduates from two- and four-year institutions stay in Indiana.
- ▶ State financial aid recipients are more likely to stay in the state after graduation; at least 75% remain in Indiana.
- ▶ Indiana's economy will fall behind and we will lose our graduates unless we prepare for the jobs of the future.



REACHING HIGHER IN A STATE OF CHANGE

---

# KEY METRICS & BLUEPRINT FOR CHANGE



INDIANA COMMISSION for  
HIGHER EDUCATION

# KEY METRICS

As we approach the 2025 goal, the Commission will issue an annual report card highlighting progress in the following areas:

- ▶ **Educational Attainment** – Progress toward at least 60% of Hoosiers having a quality credential beyond a high school diploma
- ▶ **Career Relevance & Preparation** – Progress toward 100% of postsecondary programs requiring an internship, work-based learning, research project or other student engagement experience that has career relevance
- ▶ **Economic Impact** – Progress toward Indiana becoming a leading Midwest state for median household income

# INDIANA'S BLUEPRINT FOR CHANGE

- ▶ **Pathways and Transitions** - Ensuring the right fit for every learner
- ▶ **Affordability** - Decrease the cost of college and reduce reliance on debt to increase completion and promote lifelong success
- ▶ **Community Engagement** - Foster a culture that values lifelong learning and develop partnerships that improve the economic health and vitality of communities
- ▶ **The Educator Pipeline** - Focus on strengthening and supporting Indiana's classroom teachers, counselors and school leaders
- ▶ **Quality** - Emphasize excellence to ensure lifelong learner success and meet employer, economic and civic needs



# INDIANA'S BLUEPRINT FOR CHANGE

REACHING HIGHER IN A STATE OF CHANGE



## Pathways & Transitions

Ensure the right fit for every learner.

completion

- **Increase** the number of high school students who earn a high-value technical certificate or Statewide Transfer General Education Core (STGEC) before graduating.
- **Increase** the number of adult learners enrolling/re-enrolling in postsecondary programs by targeting populations who have exited the postsecondary pipeline and have never entered it.
- **Update** Indiana's high school diploma requirements to better align with postsecondary expectations and eliminate the general education requirement.
- **Encourage** two-year institutions to reconfirm completion requirements for students who complete and are awarded certificates or diplomas.

equity

- **Encourage** use of predictive analytics to identify student needs and tailor individualized support to ensure student success.
- **Increase** the number of summer bridge and other programs that help students transition from secondary to postsecondary education and combat summer melt.
- **Create** a model "Learner-Ready" rubric to help campuses assess their readiness to accommodate the needs of their unique learners.

talent

- **Develop** a digital, easily-sharable student-owned record, like a portfolio, that captures information about the skills and knowledge learners earn on education and careers.
- **Develop** web-based tools, built on common standards and frameworks, that help learners easily navigate career and learning opportunities and pathways.
- **Require** 100 percent of postsecondary programs to have an intern, research project or other student engagement experience as part of the curriculum.
- **Redesign** career services by encouraging models that support learners' postsecondary experience and connect them to relevant careers.

### The Educator Pipeline

Focus on strengthening and supporting Indiana's classroom teachers.

- **Increase** the number of Education Preparation Program (EPP) completions, particularly in high-need subject areas and regions of the state.
- **Increase** the number of future educators in post-traditional EPPs that target adult learners and career changers, and make the transition to the teaching profession less challenging.
- **Ensure** career ladders for educators to the teaching profession and that encourage lifelong learning and retention in the field of teaching and provide opportunity for economic advancement.

- **Increase** the number of residency learners enrolling in and completing EPPs.
- **Create** EPP cohort and some residency models that recruit and prepare teachers in high-need communities.
- **Encourage** EPP cohort and some residency models that recruit and prepare teachers in high-need communities.
- **Encourage** early college credit opportunities for students in EPPs to gain experience in rural and diverse communities.
- **Encourage** early college credit opportunities for students in EPPs to gain experience in rural and diverse communities.
- **Encourage** early college credit opportunities for students in EPPs to gain experience in rural and diverse communities.

- **Work** with local communities to make teacher recruitment and retention a priority with campaigns and programs that uplift the profession and encourage local K-12 students to enter the profession and stay in their communities.
- **Encourage** EPP cohort and some residency models that recruit and prepare teachers in high-need communities.



completion

## Affordability

Decrease the cost of college and reduce reliance on debt to increase completion and promote lifelong success.

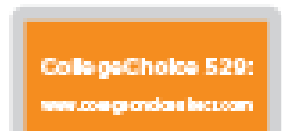
- **Increase** the number of students earning intentional dual credit in high school.
- **Increase** the number of learners completing college on-time or early.
- **Promote** policies and student financing models—income share agreements, for example—that reduce unmanageable levels of debt by linking student borrowing to projected income.
- **Reduce** the number of students who leave college without completing by providing proactive advising that redirects students to other postsecondary options.
- **Require** all high school seniors to complete a FAFSA (Free Application for Federal Student Aid) on time, with an opt-out provision included.

equity

- **Create** better alignment between state agencies to leverage opportunities and identify key populations, such as incarcerated adults and those on state public assistance.
- **Use** proactive outreach to increase the number of learners from priority populations taking advantage of existing financial aid programs created to support them.
- **Encourage** the use of Open Educational Resources whenever possible (such as online access to classroom materials) to reduce the cost for learners.
- **Advocate** that all students gain financial literacy skills to help them make informed choices about education and training beyond high school.

talent

- **Increase** the number of employers partnering with postsecondary providers to develop "grow your own" programs for their employees.
- **Encourage** employers to make contributions to their employees' College 529 accounts.
- **Encourage** employers to help employees pay student loans as a benefit to attract, retain and develop talent.



completion

## Community Engagement

Foster a culture that values lifelong learning and develop partnerships that improve the economic health and vitality of communities.

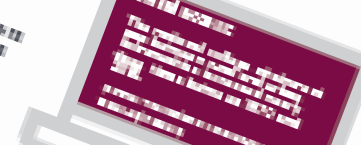
- **Increase** the number of active, structured regional efforts integrating employers, educators and community groups to drive postsecondary completion.
- **Help** communities use data on postsecondary enrollment and outcomes as well as regional economic demands.
- **Align** state agency and strategic data to guide efforts that support completion and the value of education and lifelong learning.
- **Improve** the usability of the Commission's annual reports and data tools to help communities, parents, students, educators, institutions, lawmakers and employers use them to drive decision making and postsecondary transitions data.
- **Expand** data in Indiana's College Readiness Reports working in partnership with the Indiana Department of Education to include additional postsecondary transitions data, such as postsecondary GPA, by level of high school preparation.

equity

- **Create** access to postsecondary opportunities in rural areas through innovative delivery models.
- **Encourage** employers to make contributions to their employees' College 529 accounts.
- **Encourage** employers to help employees pay student loans as a benefit to attract, retain and develop talent.

talent

- **Encourage** employers to make contributions to their employees' College 529 accounts.
- **Encourage** employers to help employees pay student loans as a benefit to attract, retain and develop talent.



completion

## Quality

Emphasize excellence to ensure lifelong learner success and meet employer, economic and civic needs.

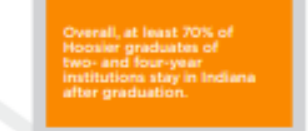
- **Develop** a more comprehensive view of completion and include a wider range of credential types in data collection—including short-term and non-credit credentials.
- **Ensure** transferability where there are gaps between institutions and between the K-12 and higher education sectors, particularly for career technical education courses.
- **Ensure** quality for non-credit credentials, such as industry certifications, and provide opportunities for non-credit credentials to be recognized and transfer.
- **Ensure** quality of all postsecondary programs by measuring outcomes for graduates and using that data to inform program-level decisions about financial aid eligibility.

equity

- **Monitor** early college credit and career technical education pathways in high school to routinely assess the status of opportunity and completion gaps among low-income, rural and minority populations.
- **Demonstrate** and advocate for the quality, value and benefit of dual credit courses offered to high school students.
- **Ensure** academic rigor and workforce relevance are prioritized as the Commission and institutions target programs to key populations.
- **Expand** the collection, analysis and utilization of equity data in each of the Commission's major reports, outreach efforts and financial aid programs.

talent

- **Include** program-level return on investment data (including job placement, debt and expected wage) in annual debt letters and communications when learners apply to change their major—showing learners the expected results of the decisions they're making about what to study.
- **Monitor** job-placement, wages and retention by degree program to recognize institutions keeping graduates in state, especially in high-priority sectors.
- **Adopt** common language and measurements for learner skills and competencies.



REACHING HIGHER IN A STATE OF CHANGE





---

# 2020 IMPLEMENTATION





REACHING HIGHER IN A STATE OF CHANGE: 2020 IMPLEMENTATION

<u>60% Goal</u>	<u>2019</u>	<u>2020</u>
Progress toward at least 60% of Hoosiers having a quality credential beyond a high school diploma	43.4%	48.5% 
College-Going Rate	63%	61% 
On-time College Completion Rate	40.6%	42.3% 
Extended (6 Yr) College Completion Rate	61.8%	62.0% 
Other Metrics: Adult Learners, Attainment by Age, Non-Degree Credentials, Closing Equity Gaps		

<u>Career Relevance &amp; Preparation</u>	<u>2019</u>	<u>2020</u>
Progress toward 100% of postsecondary programs requiring a career relevant experience	-	80%

<u>Leading Midwest State</u>	<u>2019</u>	<u>2020</u>
Progress toward Indiana becoming a leading Midwest state for median household income (adjusted for cost of living)	10 out of 13 (\$62,078)	TBD

# PATHWAYS & TRANSITIONS

## Ensuring the right fit for every learner.

- ▶ Supported efforts to redesign CTE pathways / Next Level Programs of Study
- ▶ Career Relevance definition developed by campus steering team (NACE standards)
- ▶ Your Next Step collaboration, targeting Hoosier adults
- ▶ Indiana Credential Registry development
- ▶ Rebranded the STGEC to College Ready Core

# AFFORDABILITY

**Decrease the cost of college and reduce reliance on debt to increase completion and promote lifelong success.**

- ▶ Workforce Ready Grant Rapid Recovery expansion through Federal CARES Act
- ▶ Bolstered outreach efforts to exiting students and Hoosiers on unemployment
- ▶ Padres Estrellas, other regional efforts helping increase financial aid awareness
- ▶ OER partnership with Ivy Tech and Cengage
- ▶ ESG/Joyce Partnership to boost FAFSA completion

# COMMUNITY ENGAGEMENT

**Foster a culture that values lifelong learning and develop partnerships that improve the economic health and vitality of communities.**

- ▶ 2020-2021 Educator Guide
- ▶ Redesigned Commission reports, more user-friendly and actionable
- ▶ Rapid Recovery/Your Next Step, alignment of state agency messaging
- ▶ Padres Estrellas and other local/regional initiatives
- ▶ Regional equity goals

# THE EDUCATOR PIPELINE

**Focus on strengthening and supporting Indiana's classroom teachers, counselors and school leaders.**

- ▶ Higher Learning Commission dual credit instruction deadline extended to 2023
- ▶ STEM Teach and Teach Dual Credit Indiana
- ▶ More attention to gaps in teaching profession in 2020 Equity Report
- ▶ ScholarTrack teacher application upgrades
- ▶ Excess rollover of Next Gen funds for Minority Teacher Scholarship

# QUALITY

**Emphasize excellence to ensure lifelong learner success and meet employer, economic and civic needs.**

- ▶ Lumina Foundation added industry credentials to attainment calculation
- ▶ 2020-2021 Educator Guide promoting benefit of early college/dual credit
- ▶ CTE Next Level Programs of Study, STGEC rebrand to Indiana College Core
- ▶ CHE Certificates Report shows certificates in greatest demand
- ▶ Indiana K-12 Work-Based Learning Manual outlining quality standards for WBL



# LEARN MORE INDIANA EDUCATOR GUIDE

- ▶ The [Learn More Indiana Educator Guide](#) was created to support outreach, advocacy and constituent services
  - ▶ Targeted at middle and high school educators and counselors, with future iterations being targeted at alternative populations
  - ▶ Pulls information from the Commission, DOE, DWD and the GWC to centralize resources
  - ▶ Later iterations may focus on employers



## NEXT STEPS

- ▶ Release the 2020 Reaching Higher in a State of Change Report Card by end of April
- ▶ Continue to implement 2021 action items
- ▶ Consider ways new federal funding can support expanding bridge programs, credential attainment and access and other RHSC efforts

The background of the slide features a large, faint, circular seal of the State of Indiana. The seal contains the text "SEAL OF THE STATE OF INDIANA" around the top and "1816" at the bottom. In the center of the seal is a landscape with a rising sun, a river, and a Native American figure holding a bow and arrow.

**Liz Walker**

Assistant Commissioner & Chief Strategy Officer

[LWalker@che.in.gov](mailto:LWalker@che.in.gov)

**Indiana Commission for Higher Education**

101 West Ohio Street, Indianapolis

[che.in.gov](http://che.in.gov) | [LearnMoreIndiana.org](http://LearnMoreIndiana.org)



INDIANA COMMISSION *for*  
HIGHER EDUCATION